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AUTHOR Morris, Jacquelyn M.; Webster, Donald F.
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ABSTRACT

This workshop, which introduced a model for developing library instruction programs based on written objectives, provided participants with practical experience in preparing objectives as a basis for program planning through discussion of the various elements of planning such a program and analyses of case studies through assigned tasks. The first objective was to suggest a strategy for program developments, and three topics were discussed: (1) why program planning is necessary, (2) some strategies or guidelines that could be used to develop individual library instruction programs, and (3) some of the problems most frequently encountered when initiating these programs, and how to avoid and/or solve them. The second objective was to identify the desired end product and develop a method for writing objectives for library instruction programs, and discussion focused on what objectives are, why they are necessary in planning, and how and when they should be used. A selected reading list is included. (CWM)

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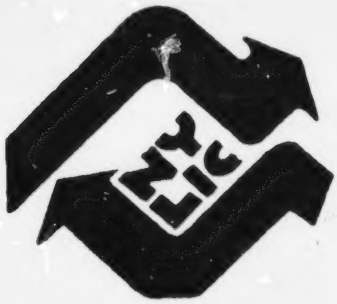
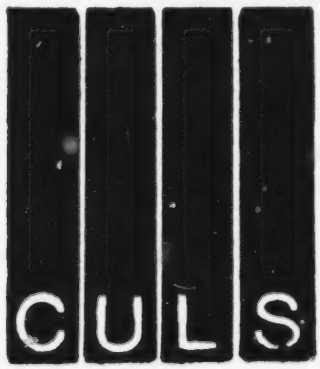


DEVELOPING OBJECTIVES FOR LIBRARY INSTRUCTION



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DEVELOPING OBJECTIVES FOR LIBRARY INSTRUCTION

Annual NYLA Meeting
October 16, 1976
Lake Placid, New York

sponsored by
CULS - College and University Section of NYLA
and
NYLIC - New York Library Instruction Clearinghouse

Workshop Leaders

Jacquelyn M. Morris
SUNY College of Environmental Science & Forestry
Syracuse, New York

and

Donald F. Webster
SUNY College of Environmental Science & Forestry
Syracuse, New York

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DEVELOPING OBJECTIVES
FOR
LIBRARY INSTRUCTION

Purpose:

The purpose of this workshop is to introduce a model for developing library instruction programs based on written objectives.

Objectives:

1. Developing a library instruction program requires a great deal of planning. If a strategy or procedure is used to guide your thinking during the various stages of planning, you will hopefully be saved time, frustration and perhaps saved from failure. The first objective of this workshop is to suggest a strategy for program development.

   Specifically we will discuss:
   - A. Why program planning is necessary.
   - B. What are some strategies or guidelines that could be used to develop individual library instruction programs?
   - C. What are some of the problems most frequently encountered when initiating these programs? How can they be avoided and/or solved?

2. When determining the emphasis and needs of your library instruction program you will be dealing with specifics. These specifics will include what you hope the results or desired end product of your program will be. That is, what specifically do you want your "user" to "know" upon completion of your program? The answers to this question have a great impact on the direction your program will take. Expressing these thoughts in the form of written objectives should be a part of your program planning.

   The second objective of this workshop is to suggest some problems and develop a method for writing objectives for library instruction programs.

   Specifically we will deal with these questions:
   - A. What are objectives?
   - B. Why are they necessary for planning a library instruction program?
   - C. How and when should they be used?

DESCRIPTION OF WORKSHOP

"Developing Objectives for Library Instruction" has been designed to give workshop participants practical experience preparing objectives as a basis for program planning. During this workshop we will discuss the various elements (or stages) of planning a library instruction program with the group making an analysis of case studies through assigned tasks.

The group will also discover, through group discussions and demonstrations, what makes a good objective and how to use objectives as a basis for program planning, evaluation and justification.

After a general discussion of the topics and methods, the participants will work in small groups on an assigned task. Upon conclusion of these small group meetings, the participants will reconvene for a comparison and evaluation of their projects.

WORKSHOP PROCEDURE

1. An informal discussion of "Program Planning Based on Objectives" including: Why? How? When? .

2. Workshop participants will be divided into small groups.

3. Each group will work on the assigned tasks as individuals or as a group. However, the group should act as a support-giving-team for interaction.

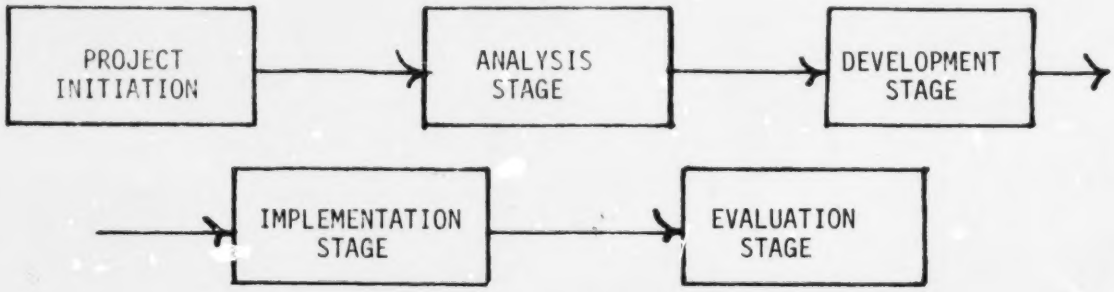
4. As each task is approached and analyzed, feel free to question the validity and/or the rationale for its inclusion. Your ideas and comments are welcomed.

5. If other ideas (other than those mentioned in the guidelines) occur to you, feel free to bring them up. The workshop leaders are not here to act as the "experts-in-the-field", but rather to provide the impetus for a lively discussion.

6. At the end of one hour each small group will report back to the rest of the workshop participants (via an assigned reporter) for comments, critique and a general exchange of ideas.

DEVELOPING A LIBRARY INSTRUCTION PROGRAM

A Model or Strategy To Follow *

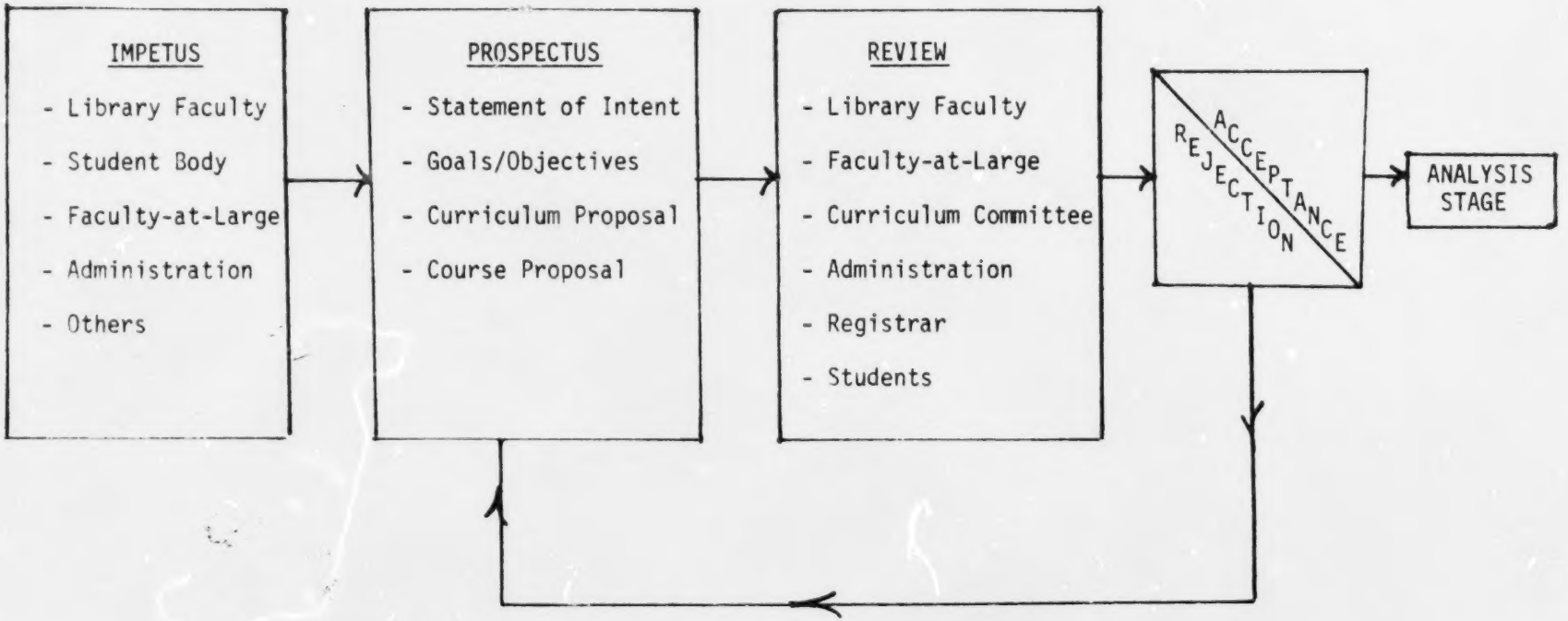


Each of these stages of program planning will be discussed with the greatest emphasis placed on the analysis stage.

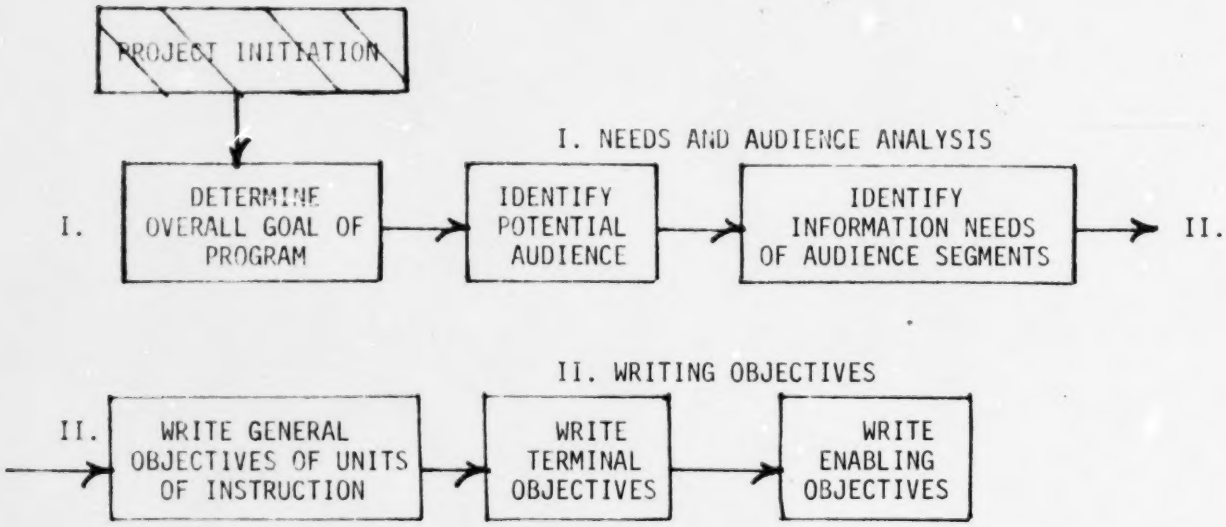
It is during the analysis stage that program planning is the major priority; although no one stage can or should be seen as less important or unrelated to the overall strategy. For the purposes of this workshop, only the analysis stage will be included in the scope of our discussion. Equally important, the other stages should surely be the topic(s) of future conferences.

* Based on Wiggins, Marvin E., A Scientific Model for the Development of Library Use Instructional Programs, in A Challenge for Academic Libraries, ed. Sul Lee, Pierian, Ann Arbor, Mich., pp. 21-46.

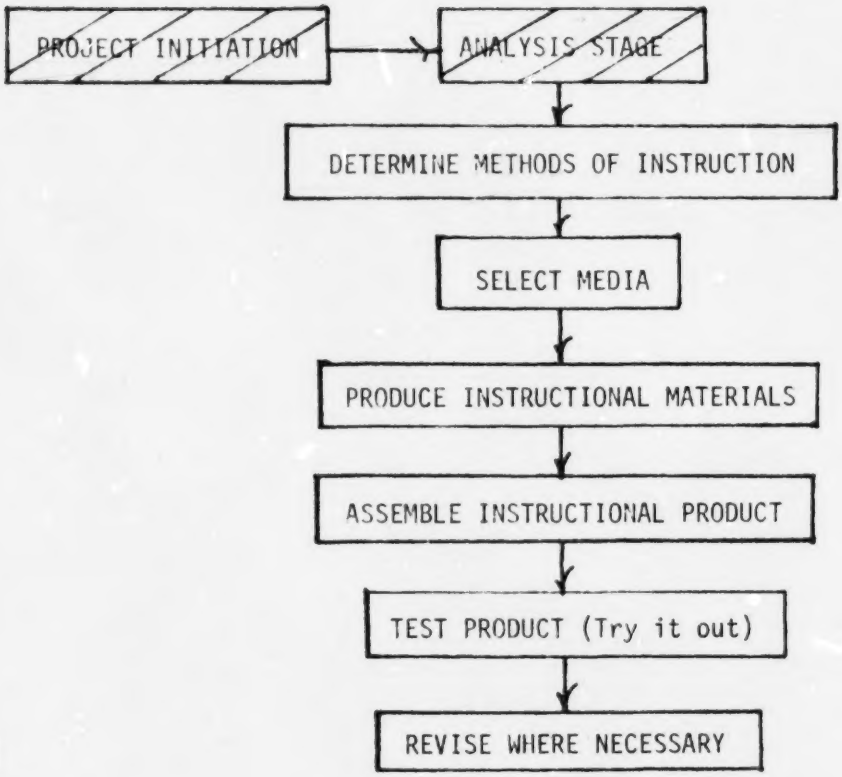
PROJECT INITIATION



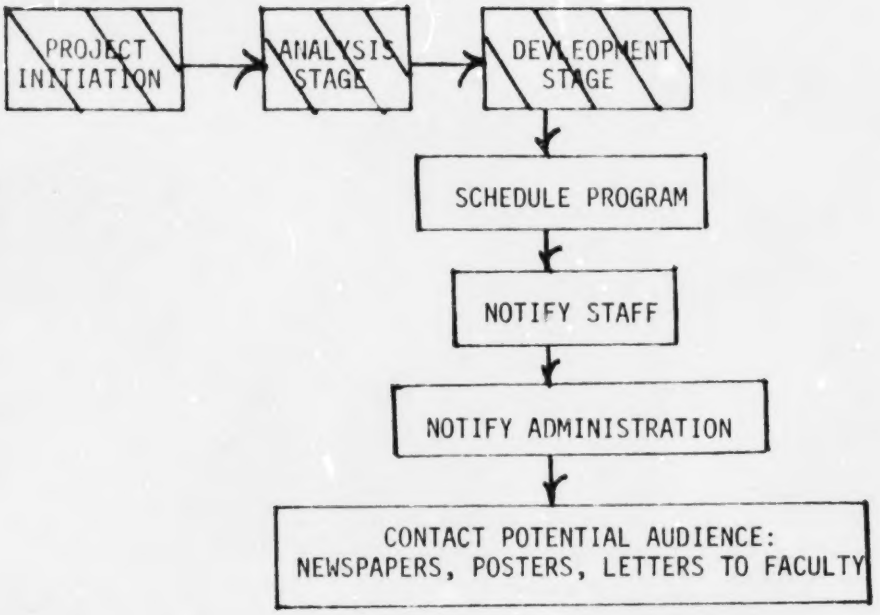
ANALYSIS STAGE



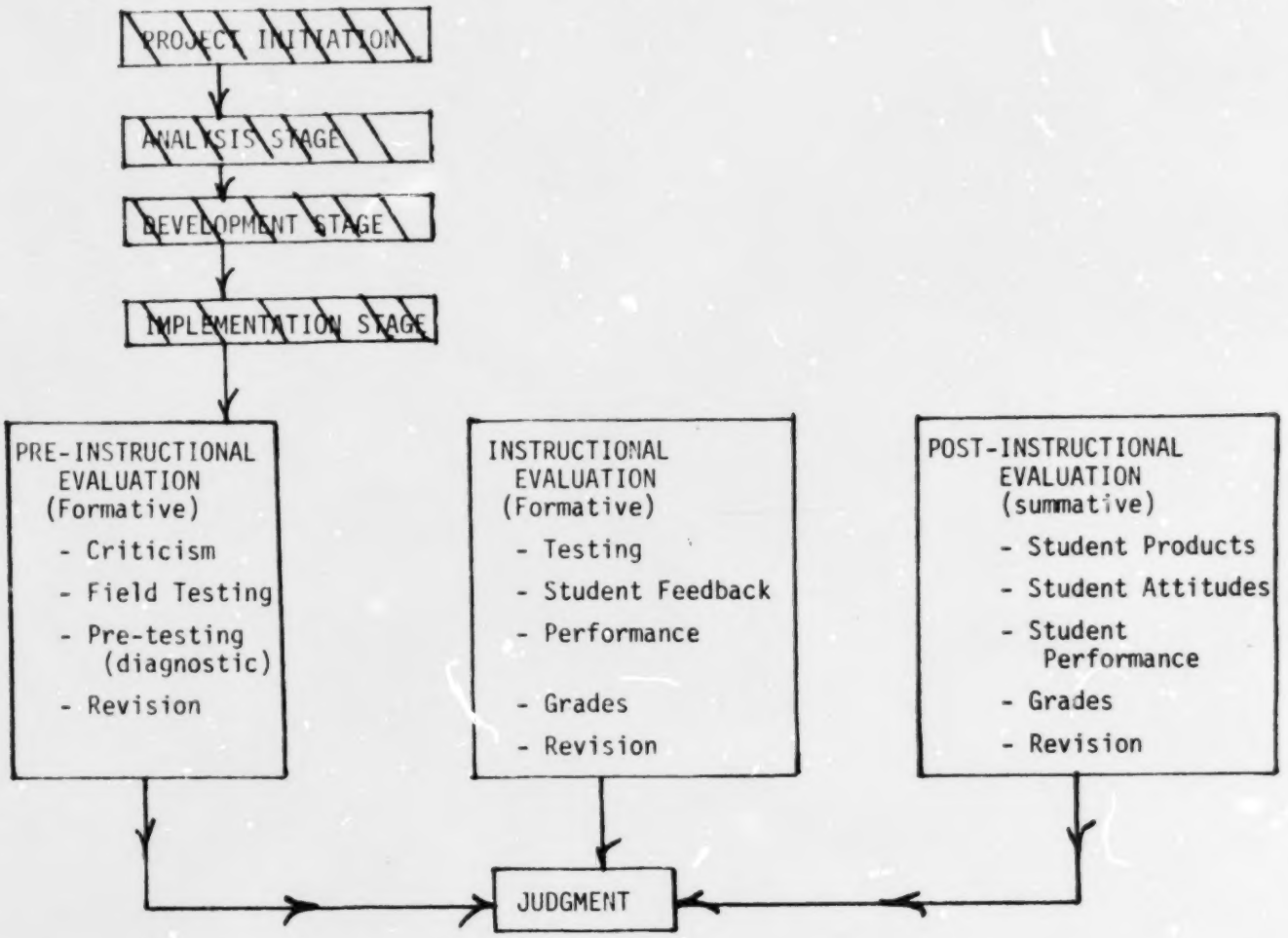
DEVELOPMENT STAGE



IMPLEMENTATION STAGE



EVALUATION STAGE

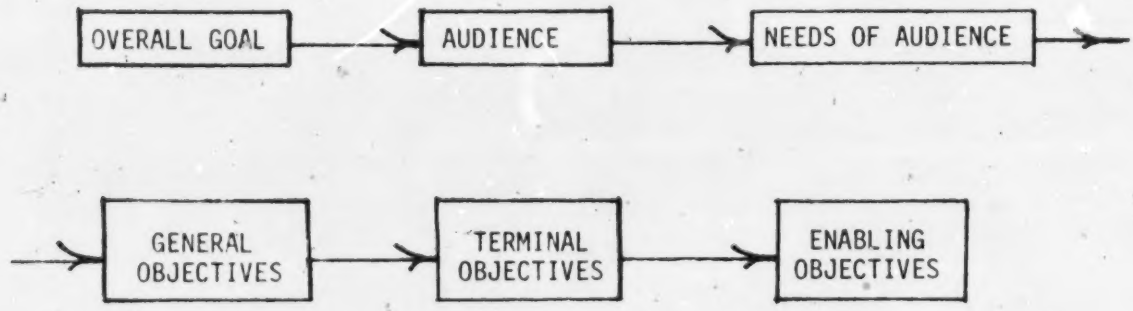


THE ANALYSIS STAGE

The analysis stage is the period in which you determine specifically: What it is you want to do, for whom, within a given time frame.

We begin the process of analysis in the general and move towards the specific in order to develop objectives for library instruction programs. Each step, from the general to the specific, will sharpen your awareness of your target population, its information needs, and the specific objectives necessary to satisfy these needs. In fact, some steps in the procedure may seem similar to a previous step. While similarities may exist, the newest step is more specific than the previous step, and will help you to focus on a smaller portion of the program. Your ability to properly analyze these small blocks of information will help you immensely in your overall program planning.

Analysis stage briefly stated:



ANALYSIS STAGE

PART I, STEP 1.

Determine Overall Goal of Program

Simply stated this amounts to asking two questions:

Where are we now? and
Where do we want to be?

The process we are discussing is referred to as "needs assessment" or "front end analysis". No matter what you call it, it still amounts to an analysis of where you want to go in relation to where you are now.

The overall goal of your program should be a "reachable goal." That is, it should be within your realm of possibilities. Also, the overall goal of your program should correlate with the goals of your institution and your library. If at odds with either of these, your program may be doomed to failure.

An example of a general (perhaps somewhat idealistic) goal for an academic library might read -

> "Students graduating from XYZ College will have the necessary library skills to undertake research on the graduate level."

If we were to examine this goal closely we would see that there are several readily identifiable components. However, some elements are not easily identifiable. For example:

> How do we know if this is a reachable goal for the library instruction program of XYZ College?
>
> How do we know if it fits in with both the goals of the institution and the library?

These are questions we can't answer without a greater knowledge of XYZ College. Thus, there will always be an element of the subjective in every plan. But then, what about those elements we can identify?

Guidelines

Components of an overall goal should include:

1. Identification of population.
   (e.g., students at XYZ College)

2. Description (in broad terms) of activities which that population should be able to demonstrate.
   (e.g., the necessary library skills to undertake research)

3. Setting a general level of competency for those activities. (e.g., on a graduate level)

4. Setting a duration of time involved (usually long-range) if not implicit in definition. (e.g., upon graduation)

5. With maximum resources, does goal seem to be plausible or "reachable"?

6. Is it compatable with the goals of the institution and the library?

Tasks

For your (or the agreed upon) institution write a general goal.

1. Identify your target population _____
_____.

2. Describe activities in broad terms _____
_____.

3. Level of competency? _____.

4. Time period or duration? _____.

5. Is this reachable? yes _____ no _____.

6. Is it compatable with existing goals? yes _____ no _____.

Using the above information, write your general goal in a succint statement:

_____
_____
_____
_____
_____
_____
_____.

ANALYSIS STAGE

PART I, STEP 2.

Identify Potential Audience

Identifying a potential audience from the population your library serves can be a difficult task. You might decide there are too many students to ever hope to reach even a small portion. "We don't have the staff, the resources or the energy for such a project." In a way, you are asking the correct questions, but not in the positive manner.

Maybe you can't hope to instruct your total college population in the library skills necessary to do research on a graduate level (not this year anyway), but you might be able to work with the freshman writing their first English Term Papers. It is better to work on a small portion of your population (given your resources) and have a positive experience, then to break off too large a chunk and fail.

In the beginning, we can only hope to reach a portion of that target population referred to in Step 1. Having selected that potential audience, we continue to narrow our aim not only because of resources (staff, money and energy) but also because of student needs. Perhaps this semester the freshman English students are studying grammar. If so, it is unlikely the library skills you are prepared to teach will seem relevant to their needs.

Another consideration might be the availability of students. Is the freshman schedule so crammed that the burden of a seemingly "extra" course in Bibliographic Skills may be a burden? The choice here might be to select another audience, or to present a case for altering the freshman schedule to accomodate your instruction program.

Guidelines

These guidelines should help focus thinking in this area.

1. Student needs - Which portion of your target population would most likely benefit from this instruction? Make a priority list if necessary.

2. Availability of students - Is the pool of students identified available for bibliographic instruction?

3. Resources - What can we do considering -

   our personnel?
   materials?
   classroom space?
   support service?
   finances?

Task

Using the three guidelines, write a description of a target audience at your institution.

1. Which students would benefit the most? (You might make a list here for future reference as you continue your program and attempt to incorporate a larger portion of the population).
   1. _____
   2. _____
   3. _____
   4. _____

2. Of the audiences listed, which do you think will most likely be available for instruction? _____

   _____

   _____.

3. Considering your resources, what portions do you feel you could accomodate in the immediate future? _____

   _____

   In the near future? _____

   _____

   Long-range? _____

   _____.

ANALYSIS STAGE

PART I, STEP 3.

Identify Information Needs of Audience

Now that you have identified the various elements of your audience, you should determine the information needs by audience analysis.

You will need to determine certain things about your audience if you want to design learning events to meet their needs. In other words, you should compile a profile of your audience with significant data gathered in a variety of possible methods. Methods could include a questionnaire or interview with students, discussions with faculty, or perhaps testing for diagnostic purposes. What things do you want to know?

Other than the fact that your audience is composed of freshman, with a presumed need for bibliographic instruction, what other information might you want to know before you begin? You might want to know their past education, social affiliations, age, sex etc. . All these factors might dictate your approach to instruction. For example: you would probably choose a different instructional strategy for the educationally disadvantaged than you would for the continuing education student.

Another question might be, how much does my audience know about the subject? Graduate students have, no doubt, been exposed to library and information handling techniques more than freshman. This might determine a varied approach and is therefore an essential component for planning your program.

What do your students need to know that can best be answered by your library instruction program? If your potential audience is "non-library oriented", you may have to surmount an even bigger hurdle then teaching library skills; you may have to change attitudes. This is another element that will have an impact on your audience analysis.

Guidelines

Involved in this step would be analysis of the following:

1. Who is my audience?
2. What are my audiences beliefs and prejudices concerning libraries and librarians?
3. How much do they know about the subject?
4. What information needs do they have?

Task

Following the questions proposed in the guidelines, develop an analysis of your target audience.

1. Using any format you wish, what are some of the questions you would want to ask your audience to determine who they are?

   1. _____

      _____?

   2. _____

      _____?

   3. _____

      _____?

2. What method(s) would you devise to determine what your audience already knows about the topic? _____

   _____

   _____

   _____.

3. What method(s) would you consider to determine the information needs of your audience? _____

   _____

   _____

   _____.

ANALYSIS STAGE

PART 2, STEP 1

Writing General Objectives

The General Objectives are similar to Overall Goals except they deal with a smaller portion of the audience, or perhaps even a segment of the audience. These objectives also deal with a shorter duration of time. The General Objectives State (in relation to needs and resources) the objectives that will be reached by the end of the program. The program might entail from less than a semester's effort to a period of several semesters as dictated by needs and/or resources etc. Nevertheless, the statement should indicate the action, conditions and criteria which can be expected of the student. These will be more specific than the overall goals but more general than terminal objectives to be discussed in the next step.

For Example:

1) "Students completing the semester on bibliographic instruction should be able to use the library to do research which will be evidenced by their ability to select and delimit a research topic and using library tools indigenous to their field of study construct a Search Strategy for a literature search, conduct the search and construct a bibliography in a semester or less. The bibliography and/or Research paper will be acceptable to the Faculty member who made the assignment."

Compare the above with:

2) "Upon completion of the course in Bibliographic Instruction the students will know how to use the library to find the material they need."

This doesn't really tell us what is expected of the student except that they "will know" which vague. The First objective tells the Student: What he/she will be able to do, under what conditions and the acceptability of the performance and product.

Guidelines: General Objectives

1. Action - Performance by student or what he/she will be able to do.
2. Conditions - Under which performance is to occur.
3. Criteria - Standards of acceptable performance.

Task 1

Review the sample objective #1 using the guidelines above and identify the actions/conditions/criteria of the objective.

1. Action _____

_____

2. Conditions _____

_____

3. Criteria _____

_____

Task 2

Now try to do the same for sample objective #2.

1. Action _____

_____

2. Conditions _____

_____

3. Criteria _____

_____

Task 3

Using the information elicited in Part I, Step 3 (your target audience information needs) write a General Objective for your institution. Before trying to write a complete statement, list under each category the necessary data.

1. Action _____

2. Conditions _____

3. Criteria _____

4. Statement of General Objective _____

_____

If you are feeling insecure about these tasks be sure to discuss them with your group. You might also attempt the third task again, using another information need.

ANALYSIS STAGE

PART 2, STEP 2

Writing Terminal Objectives

A terminal objective is the behavior (skill or knowledge) you expect the student to demonstrate upon completion (termination) of the unit of instruction. A terminal objective is more specific than the general objective and helps accomplish the general objective.

When writing general objectives your course covered units such as: Finding Things - tools; bibliographic terminology; types of materials; sources, etc. For each of these units identified in the general objectives, you should now write terminal objectives. Terminal objectives describe an end result in terms of: actions performed by your audience, in a period of time, under specified conditions. These actions will be evaluated by a set of criteria.

For example:

"At the end of the two week Card Catalog Unit each student will differentiate among the 3 sections of the divided catalog, author, subject, title; will describe a main entry, title entry and subject entry card; and will construct a list of Search terms using Subject headings found in the catalog in a 30 minute Laboratory Session."

Compare the above with the following objectives:

"At the end of the Card Catalog Unit the student will know how to use the card catalog effectively; will know the different kinds of card entries and will understand Subject headings and a divided catalog concept.

The second objective leaves open to interpretation such things as: How will the student be evaluated on "Knowing; or "Understanding"; what criteria determines "Effectively"; How do you measure "Effectively?".

The first objective states the action expected, the conditions under which it will be performed, and finally the evaluative criteria (i.e., Standards of acceptable performance). Both you and the student know what to expect.

Guidelines: Terminal Objectives

1. Action - performance by student
2. Conditions - under which performance is to occur
3. Criteria - standards of acceptable performance

Task

Using one of the units you have identified in your general objectives, write a terminal objective. Compare the verbs underlined in each example given above and note the precision of those used in example #1 (e.g., differentiate, describe, construct etc. A list of these appear in the Appendix for use in this task)

Before writing a statement try listing under each category:

Action _____

_____

Conditions _____

_____

Criteria _____

_____

Statement _____

_____

ANALYSIS STAGE

PART 2, STEP 3

Write Enabling Objectives

Working backwards from the terminal objective, which is the behavior that you expect the students to demonstrate upon completion of the unit, you write the enabling objectives. These objectives deal with the outcomes of individual learning events, the culmination of which leads to the behavior outlined in the terminal objective. Each enabling objective is stated in the action, conditions and criteria format.

For example:

"Each student when given 3 sample catalog cards will be able to differentiate among these samples and describe each as either an author, title or subject card; 3 out 3 correct = mastery; 2 out 3 = adequacy; 1 out of 3 = inadequacy.

Compare this Enabling objective with the following:

"At the end of today's session the student will know the different kinds of catalog cards, author, title, subject. The first one leaves little doubt what is expected; the second one leaves much doubt.

Guidelines: Enabling Objectives

1. Action - performed by students
2. Conditions - under which performance is to occur
3. Criteria - standards of acceptable performance

Task:

Select one terminal objective and write the Enabling objectives needed to list under each category before trying to put it into a statement:

E 1 Action_____

Conditions_____

Criteria_____

Statement_____

Task (cont'd)

E 2 Action _____

Conditions _____

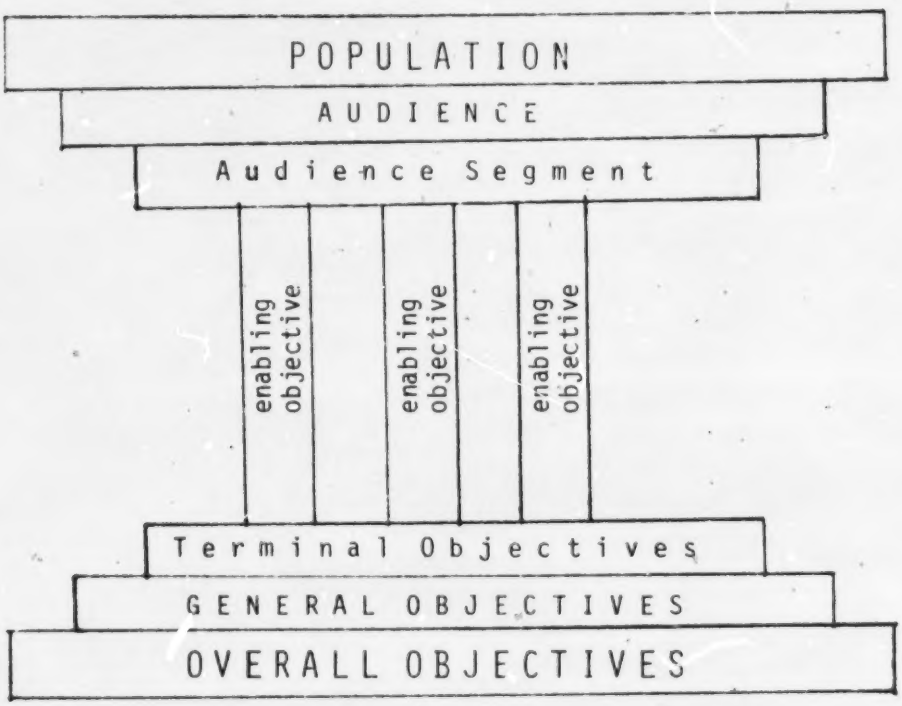
Criteria _____

Statement _____

_____

_____

PROGRAM ANALYSIS - ANOTHER VIEW



Start from the top and from the bottom and work toward the center.

APPENDIX

ACTION VERBS[1]

apply	demonstrate	make	show
arrange	distinguish	name	solve
build	duplicate	order	state
compare	explain	recall	tell
contrast	identify	repeat	write
define	list		

FIVE KEY VERBS[2]

Identify	Select, distinguish between, discriminate between, mark, match, point out, clarify
Name	Label, list
Describe	Tell why, define, tell what happens when.
Construct	Prepare, draw, make, build.
Order	Alphabetize, rank, arrange in order, list in order, sequence.

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APPENDIX

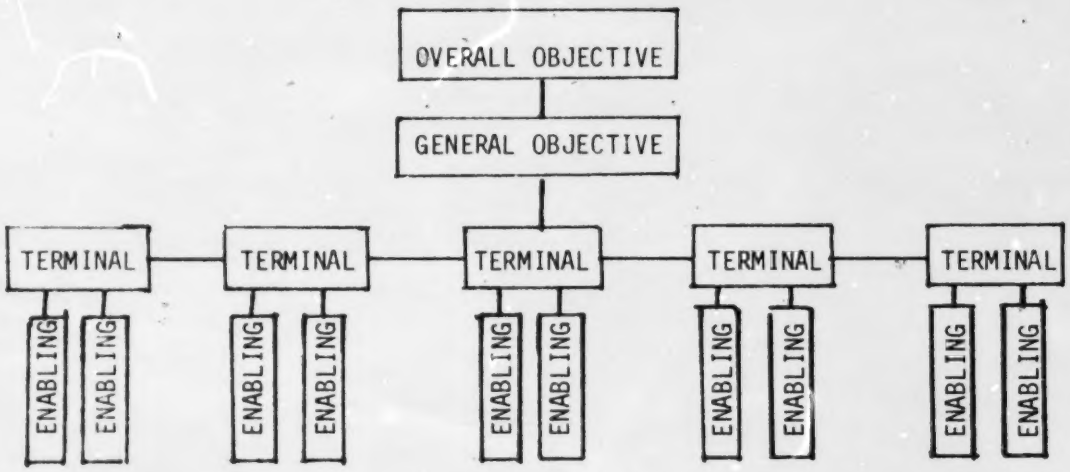
Definitions:

1. Overall Objectives Describe the objectives for an entire population, e.g., institution, community, freshman class.

2. General Objectives* Describe an entire course or a major part of a course.

3. Terminal Objectives* Represent meaningful units of Job or Life (Library) behavior subsumed in general objective.

4. Enabling Objectives* Represent knowledge or skills that must be mastered if the student is to attain the terminal objectives.



* Tickton, S.G. To Improve Learning. V. 2, New York, Bowker. 1971. p. 944.

SELECTED READING LIST
for further information on
WRITING OBJECTIVES & PLANNING LIBRARY INSTRUCTION PROGRAMS

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Other Sources:

NYLIC (New York Library Instruction Clearinghouse)
Contact Person: Jacquelyn M. Morris
Write: Franklin Moon Library, SUNY Environmental Science and Forestry
Syracuse, New York 13210
Established in 1975; a state clearinghouse for library instruction; referral agent; answers queries; has collection of materials; publishes directory of programs in New York State.

LOEX (Library Orientation-Instruction Exchange)
Project Director: Carolyn Kirkendall
Write: Center of Educational Resources, Eastern Michigan University
Ypsilanti, Michigan 48197
National clearinghouse for academic library instruction; publishes newsletter; answers requests for help; loans materials.